

The Implementation of Jigsaw Cooperative Learning Technique in Reading Narrative Text at Third Grade of SMP Xaverius Bandar Lampung

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan secara statistik nilai capaian pemahaman bacaan dan mencari aspek membaca mana yang paling meningkat melalui teknik Jigsaw cooperative learning. Penelitian ini menggunakan satu kelompok desain pre-test dan post-test. Subjek penelitian ini adalah 31 siswa di kelas IX D pada tahun akademik 2017/2018. Data dikumpulkan dengan menggunakan tes membaca dalam bentuk pilihan ganda. Data dianalisis dengan menggunakan paired sample t-test. Hasilnya menunjukkan bahwa ada peningkatan pencapaian pemahaman bacaan siswa yang signifikan secara statistik dengan tingkat signifikansi $0.00 < 0.05$. Hasilnya juga menunjukkan bahwa pengajaran membaca menggunakan teknik Jigsaw cooperative learning membantu siswa untuk menemukan informasi spesifik dari teks dengan mudah.

Abstract: The aim of this study were to find out whether there is a statistically significant improvement of the students' reading comprehension achievement and to know which aspects of reading improve the most after the students were taught through Jigsaw cooperative learning technique. This study employed *one group of pre-test and post-test* design. The subjects of this research were 31 students in class IX D in the academic year 2017/2018. The data were collected using the reading tests in forms of multiple-choice. The data were analyzed using paired sample test. The result showed that there was a statistically significant improvement of the students' reading comprehension achievement with the significant level $0.00 < 0.05$. This suggests that teaching reading using Jigsaw cooperative learning technique facilitates the students to find specific information from the text easily.

Keywords: Jigsaw cooperative learning technique, reading comprehension achievement, narrative text.

INTRODUCTION

As one of the language skills, reading has an important role for L2 learners. By mastering reading, learners can read kinds of written materials such as newspapers, magazines, novels, and academic books. Through reading those various books learners can get a lot of information, knowledge, enjoyment and even problem-solving. Therefore, the ability to read the text in any form will bring great advantages to them.

According to Nation (2009: 49), “reading is a source of learning and a source of enjoyment”. Reading enlarges the students’ knowledge. It can be a goal in its own right and a way of reaching other goals. In a classroom of reading activities, students are able to explore the potential skill in reading activities. The meaning of the text will be easy to know when they are expending the thoughts in writing. To achieve it, the comprehension ability in reading is needed. By comprehending the reading text, the students will get more knowledge and they can apply it in their life. In addition, reading is the most used skill in school since they encountered it in every test.

However, based on the pre-observation and interview to the teacher and students on 5 December 2017 in SMP Xaverius 4 Bandar Lampung, it was found that there were some problems during the learning process of reading comprehension. Those problems were the teacher used the teacher-centered approach so it made the class monotonous, some students were not active and tended to be passive, students felt bored when they were faced with an English text that they should read and the students’ reading comprehension was under minimum standard, 75.

With regards to the facts above, a teacher needs to encourage students to improve their reading ability. A teacher should have a creative way to teach reading. One effective way that can be used to help students build up their ideas is through an attractive technique. Jigsaw technique can be used as an alternative to teaching reading. Jigsaw technique was invented by a social psychologist named Elliot Aronson in 1971. In the process of jigsaw technique, the teacher chooses the main theme and several subtopics about that theme. Students divided into heterogeneous groups of 4 or 5 known as the home groups. Each student in the group becomes an expert on one of the subtopics by discussing their topic of expertise with members of other groups who had the same subtopic. The students then go back to their home groups and help the other group members become informed about their topic. These activities make the students more comfortable in studying the text because they learn with their friends.

Jigsaw technique is an engaging activity which can make learners more active in learning reading because each learner may give his or her idea and share it to the other learners when they have some problems in comprehending the topic. Aronson (2000) also says that jigsaw can increase students’ motivation and enjoyment in

learning, develop students' participation, most teachers find jigsaw easy to learn and in the result, it will increase positive educational outcomes.

Furthermore, compared with traditional teaching methods, the jigsaw has several benefits or advantages or importance (Adams: 2013). First and foremost, most teachers find jigsaw easy to learn because the teacher is not the sole provider of knowledge which makes most teachers enjoys working with it because it can be used with other teaching strategies. It works even if only used for an hour per day. Again, it is an efficient way to learn. It enables students to take ownership of the work and achievement. Students are held accountable for their peers, also learning revolves around interaction with peers and therefore students are active participants in the learning process and this helps build interpersonal and interactive skills. Consequently, jigsaw technique can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere. By implementing this technique, it is expected that the students will share responsibility for each other's learning as they use critical thinking and social skills to accomplish the learning task and gain self-confidence through their contributions to the group effort so they can improve their reading comprehension.

For those reasons mentioned above, the researcher believes that jigsaw is the best techniques for solving problems in SMP Xaverius 4 Bandar Lampung. Therefore, this research is to find out if the implementation of jigsaw cooperative learning technique can improve students' reading comprehension in junior high school using narrative text.

METHOD

The design used in this research was one group of pretest and posttest. The sample of the research was the students of class IX D in the academic year 2017/2018. This class consisted of 23 students. The data were collected using a reading test in form of multiple choice items in order to know students' achievement in reading comprehension. To analyze the reliability of the test, *Split-half* technique was used to measure the reliability of the test; and to measure the coefficient of the reliability between odd and even group, *Person Product Moment* was used. In analyzing the data, the researcher used *Paired Sample T-Test*, *Microsoft Excel*, and *Anova*.

RESULT AND DISCUSSIONS

The objectives of this research were to find out whether there was an improvement on students' reading comprehension achievement of narrative text after they were taught through Jigsaw cooperative learning technique, and to find out which aspects of students' reading comprehension achievement improved the most after being taught by using Jigsaw cooperative learning technique. This research was conducted in six meetings; first, the researcher administered tryout of the test. Second, the researcher administered pre-test. Third, fourth and fifth, the researcher conducted treatment by using Jigsaw technique. In the last meeting, the researcher administered post-test.

The researcher used Statistical Computation with SPSS 16.00 for Windows to analyze the scores on pre-test in the experimental class. The total of pretest score is 2026.00, mean score is 65.35, the highest score is 86.00, the median is 66.00 and the lowest score is 30.00. Furthermore, the highest total answer of aspects in pre-test is specific information with the total of 225 and the lowest total answer of aspects in pre-test is vocabulary with the total of 27.

After conducting pre-test and treatments, the researcher administered the post-test. This post-test was administered to measure the students' reading comprehension achievement by using Jigsaw cooperative learning technique.

From the result of the post-test score, the total of post-test score is 2368.00, mean score is 76.38, the highest score is 100.00, the median is 76.00 and the lowest score is 50.00. in addition, the most improved aspect of reading comprehension is specific information with the improvement from pre-test score is 39.

Table 1. Paired Sample T-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	1.103231	4.90227	.88047	12.83043	9.23409	12.530	30	.000

It shows that the significant level is lower than 0.05, and t-value is higher than t-table ($12.530 > 2.042$). It can be concluded that there is an improvement of the students' reading comprehension achievement through Jigsaw cooperative learning technique.

Jigsaw Cooperative Learning Technique contributes the improvement on students' reading comprehension through an active learner-centered atmosphere. It means that implementing Jigsaw cooperative learning technique gave the students an opportunity to be more active in a group discussion and a group sharing section. In the discussion process, the jigsaw technique encourages students to become engaged in their learning. It motivates students to learn a lot of material quickly and inspires them to share information with peers. It could be seen from their positive behavior during the discussion in home or expert group. The students got involved in discussing the material actively. Although the class was crowded, the teacher could control it. The class condition was active and interactive. The students were also more courageous to ask and answer the questions. This finding is supported by Aronson (2000). He says that Jigsaw can improve students' motivation and increases enjoyment of the learning experience with the result of positive educational outcomes.

The use of Jigsaw cooperative learning technique could also help the students to use efficient learning process by dividing the students into heterogeneous groups. By putting the students into the groups, it will increase the participation of every student. Even low ability students feel that they are important in the learning process by having some tasks to do. This finding is supported by Towns, Kreke, Fields (2000). They find that mixed-ability groups enhanced achievement by requiring students to participate and become more active in their learning.

That finding confirms the result of the researchs that were conducted by Kazemi (2012), Negari (2016), Sihotang and Purnawarman (2015). All of them prove that Jigsaw cooperative learning technique is effective to improve the students' reading

comprehension. This technique can help the teacher to increase the students' comprehension by using student-centered learning.

On the other hand, the researcher not only analyzed the improvement of the students' reading comprehension achievement but also the improvement of each aspect of reading comprehension. So it makes the result of this research deeper and more specific. The following table shows the improvement of each aspect of reading comprehension.

Table 2. The Improvement of Each Aspect

Aspects of reading	Pre-test (%)	Post- test (%)	Increase (%)
Main idea	71.42%	81.10%	9.68%
Specific information	72.58%	85.16%	12.58%
Inference	70.04%	81.56%	11.52%
Reference	59.13%	67.74%	8.61%
Vocabulary	29.03%	36.55%	7.52%

Moreover, the result of One Way Anova states that the significant level is 0.000 and it is lower than 0.05 ($0.000 < 0.05$). Next, it is found that F_{table} is 2.758 and F_{count} is 31.180. Therefore, it can be stated that F_{count} is higher than F_{table} ($31.180 > 2.758$). Overall, it can be determined that there is an aspect of the reading which improved the most after being taught using jigsaw cooperative learning technique. Regarding the table, it is found that the aspect which improved the most is specific information.

Specific information aspect improves because the students already have background knowledge about the text, and they were taught by using Jigsaw technique which helps them to get the line of the story. Jigsaw helps the students to build up their knowledge about the material especially in supporting details. Jigsaw also trains the students to learn how to find specific information because the students learned the text sentence by sentence. This step makes the students do not miss any specific information. This finding is supported by Dwi, Rais, and Sulistyawati (2013) who prove that specific information is the most improved aspect of reading comprehension after being taught by using jigsaw technique.

Thus, based on the explanation above it can be concluded that there is a significant improvement of students reading comprehension achievement after being taught through Jigsaw cooperative learning technique.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the data analysis and discussion, the researcher concludes that there is a significant improvement in students' reading comprehension after being taught through Jigsaw Cooperative Learning Technique. Jigsaw cooperative learning technique is the efficient way to learn new material from peers. This technique makes students understand the course material in a cooperative learning style which encourages listening, speaking, writing, reading, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. In addition, specific information is the aspect that improves the most among the other aspects since the steps provided the students to gain more information while discussing in the group.

Suggestions

Based on the facts above, the researcher would like to make some suggestions. It is suggested for English teacher who intends to teach reading comprehension through Jigsaw cooperative learning technique to have a good preparation and time allocation so that the materials can be clearly understood by the students while they are learning in the group. The teachers also have to make sure his/her role, to make sure that the students do not discuss other things besides the material given since Jigsaw make the students learn with their friends. Thereby, in implementing this technique, the teachers are suggested to give more attention to students while they are discussing in the group. For future researcher, it is suggested that more instrument such as questionnaire be used for a better and valid result.

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